Childminder report

Inspection date	7 May 2019
Previous inspection date	29 June 2016

The quality and standards of the early years provision	**This inspection:**	**Good**	**2**
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder evaluates her practice effectively and strives for further improvement. For example, she identified a different way to record and review children's development to include the use of photographs. As a result, she has a more secure knowledge of children's progress over time, which she shares with parents.
- Children make good progress in their learning and development. They are confident in their abilities and know when to ask for help, such as when they challenge themselves to complete difficult puzzles.
- The childminder skilfully varies her teaching to ensure that all children have good opportunities to acquire new skills. For example, she ensures that younger children have suitable activities that reflect those completed by the older children. The childminder knows children well and plans activities based on their individual interests.
- Children are very comfortable and feel at home with the childminder. For instance, they excitedly bring toys from home to share and play with alongside the childminder's resources.
- The childminder has not fully explored partnership working with other settings to further support children's learning and development.
- Sometimes, the childminder does not fully consider distractions in the environment that, at times, prevent children from fully immersing themselves in play.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the partnership working with other settings that children attend to help provide the best possible support for children's learning and development
- consider ways to support children to achieve the best possible levels of concentration during activities.

Inspection activities

- The inspector viewed a range of documentation, including learning records, policies and procedures.
- The inspector observed the quality of teaching and discussed children's learning with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector read and took account of the written feedback provided by parents.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.

Inspector
Sarah Taylor-Smith

Inspection findings

Effectiveness of leadership and management is good

The childminder works well with parents. For example, she gives them good information about children's care and learning through discussions and daily diaries. Parents are aware of how their children are developing and know what the childminder is helping children to learn next. Safeguarding is effective. The childminder has a good knowledge of what may give her concerns about children's welfare. She has recently attended training to increase her knowledge, and knows the signs that may indicate children are at risk of being drawn into extreme behaviours. The qualified childminder builds her professional skills and knowledge well. For instance, she has discussions with other childminders to share best practice and ideas.

Quality of teaching, learning and assessment is good

The childminder's support for children's communication and language skills is strong. For example, she has good discussions with children about what they have made with the small-world figures and helps them to recall past events. As a result, children are confident communicators. This includes those who have benefitted from additional support or learn more than one language. The childminder helps children to build their problem-solving skills effectively. For instance, she encourages children to pause and review what they are doing, and identify what they would like to do next. Children enjoy drawing and begin to make marks and explore early writing. For example, they draw pictures and 'write' in celebration cards.

Personal development, behaviour and welfare are good

The childminder builds good relationships with children. She is a calm and positive role model, and children behave well. The childminder works with parents to encourage children to learn about healthy lifestyles. Children enjoy opportunities to spend time in their local community and learn about the environment. For example, the childminder takes children to local parks and they look at the changes to the trees and plants across the seasons. The childminder helps children to have a good understanding of the wider world. For instance, she uses the children's cultures and holiday experiences to learn about different people and customs from around the world.

Outcomes for children are good

Children learn a wide range of skills that help them to be confident and well prepared for starting school. They are eager to learn and look forward to playing with each other. Children have good knowledge of letters and the sounds they represent when spoken out loud. For example, they receive support to find letters that are in their names and they learn new letters in their friends' names. Children enjoy socialising and form friendships with others. For example, they go to toddler groups and play with other children in the park.

Setting details

Unique reference number	103613
Local authority	Medway
Inspection number	10072245
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 June 2016

The childminder registered in 1996 and lives in Gillingham, Kent. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3.

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